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ABSTRACT

This investigation identified major problems in pre-employment and early employment stages of new full-time lecturers in the South Australia Department of Further Education (DFE). Twelve new and twelve established lecturers participated in a seminar to identify beginning teachers' problems. In addition, slightly less than 32% of the November 1976 to June 1977 intake of DFE lecturers were interviewed. It was learned from the findings that (1) many new lecturers felt inadequately informed by interviewing panels regarding the effect of salary bars and thus their standing within the salary scale structure; (2) most new lecturers expressed surprise that they were not asked to visit the central office within the first five days of commencing duty; (3) quality of teaching was placed at the top of the lecturing priorities list; and (4) all lecturers felt that staff without teaching experience should have adequate supervision. Recommendations were formulated for initial problems affecting new lecturers, educational matters relating to new lecturers, and matters relating to lecturers in general. It was urgently recommended that the lecturer's job profile be determined. (Appendixes include the action plan to investigate new lecturers' problems, a detailed description of procedures used, and recommendations and actions taken.) (CSS)

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DEPARTMENT OF FURTHER EDUCATION

SOUTH AUSTRALIA

INVESTIGATION INTO THE INITIAL PROBLEMS OF NEW LECTURERS

Prepared by the Research Branch
in consultation with Department
of Further Education Staff.

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CE 022 024

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SUMMARY

The purpose of this investigation was to identify the major problems associated with the pre-employment and early employment stages of new full-time lecturing staff in the Department of Further Education.

The recommendations stemming from the investigation findings deal with the following main areas:

- initial teaching matters
- educational issues
- administrative factors.

Most of these recommendations have been approved and implemented.

Ten subsidiary recommendations were also submitted. These were outside the terms of reference of the study but arose during the course of the series of interviews with Department of Further Education staff. Nevertheless they were universal in nature and could not be ignored. These particular recommendations are pertinent to lecturers in general.

It is recommended that as a matter of urgency the 'job profile' of a lecturer be determined. The survey would extend well beyond a straightforward task/competency analysis. Teacher expectation and personal development factors would also need to be included within the scope of the investigation. Information would be sought from a variety of sources and used to plan and implement valid, effective programmes. Some modification of the role of a teacher may also occur.

RECOMMENDATIONS

Two sets of recommendations are presented. The first set of recommendations deals specifically with new lecturers; these are classified into two sub-categories, namely, 'initial problems' and 'educational matters'. The second group of recommendations is pertinent to all lecturers.

INITIAL PROBLEMS AFFECTING NEW LECTURERS

It is recommended that:

1. at least one member of every interviewing panel should be well versed in the Department's career and salary structure. (pp.6-7, para.2.1).

2. selection procedures for new appointments be completed as far as possible by November of each year with a minimum of one month allowed for resignation from the existing job to take effect. (pp.7-8, paras.2.2, 2.3).

3. the letter offering employment should include information sheets which describe the salary structure and the superannuation scheme. (pp.8-9, para. 2.4).

4. the first day of appointment should be at central office so that proper induction procedures can be followed. New staff would be briefed by senior staff, and all pay, tax and other clerical matters would be processed. (pp.9-10 paras. 2.5, 2.6).

5. optional evening/weekend teaching methodology training sessions be provided for those who cannot attend the normal New Entry Lecturers Induction and Methodology Course. (pp.10-11, para. 2.7)

6. all medical examinations should be conducted before an applicant accepts an offer of appointment and before a resignation is submitted for the previous job. (p.11, para. 2.8).

7. the letter confirming employment should include the date of eligibility for taking up superannuation. (pp.11-12, para. 2.9)

8. on those occasions when the letter notifying permanency of appointment has not been received by the end of the first week after the sixth month of service, central office should verbally inform the lecturer concerned regarding the new status. (pp.12-13, para. 2.10).

EDUCATIONAL MATTERS RELATING TO NEW LECTURERS

It is recommended that:

9. under no circumstances should any full-time lecturer be permitted to teach any classroom or workshop session, unless he/she has successfully completed, as a minimum, the induction and methodology course offered by the Training and Development Branch or an acceptable equivalent to this particular course. (pp.15-17, para. 3.1)

10. a policy of one hour minimum preparation per one hour class contact time be adopted and applied to new lecturing staff members who, prior to joining the Department, have had no experience or training in teaching. (pp.17-19, para. 3.2).

11. in relation to the Department's present policy for a five hours per week study allowance for the first four years of service:

    (a) new staff should be given the option of commencing study in the first or second year of service.

    (b) new staff should be given the option of taking a portion of the five hour allowance within a given year.

    (c) there should be a maximum of one year interruption, upon request, during the study release period. (pp.19-21, para. 3.3).

12. additional optional subjects relating to various aspects of adult education be included as separate topics in the Torrens C.A.E. curriculum. There should be a greater emphasis on subjects relating to vocational education. (p. 21, para. 3.4(a)).

13. assignments and examinations at Torrens C.A.E. should include an oral as well as a written component. (p. 22, para. 3.4(b)).

14. the Department should offer the NELMIC Course in smaller units at more frequent intervals, and during the evening and weekends. (p.22, para. 3.4(c)).

15. the method of block training be investigated as a possible solution to the training needs of new staff located outside the metropolitan area. (pp.23-24, para. 3.4(d)).

16. the role of the Senior Lecturer (Staff Development) should be publicized, and lecturing staff should be informed of the services that Senior Lecturers (Staff Development) can provide. (pp.24-25, para. 3.5).

17. the Training and Development Branch should organise suitable courses in specific technical, business and general studies areas, and these courses should be based on a major field study conducted among lecturing staff. (pp.25-26, para. 3.6).

MATTERS RELATING TO LECTURERS IN GENERAL

Although the following recommendations are not related directly to the study topic, they are nevertheless pertinent to the work of the Department of Further Education as a whole.

18. a central record of all retired staff should be kept, and their expertise should be made available to all colleges. (pp.29-30, para. 4.1).

19. the recording of factual information into a lecturer's personal file should be communicated automatically to the person concerned. This could be achieved by sending out a photostat copy of the factual information sheet contained in that file. (p.30, para. 4.2).

20. exit interviews should be held with all staff who resign from the Department of Further Education. (pp.30-31, para. 4.3).

21. the present requirements for progress through step four on the salary scale should be modified to include the following provisions:

    (a) allowance for some study in those technical, business, or general studies areas specific to the subject expertise of the lecturer concerned.

    (b) maintenance of a professional studies component. (pp.31-35, paras. 4.4, 4.5).

22. the Department call for an investigation into the present situation of country housing. This investigation should look into:

    (a) the suitability of the standard of houses offered (size, type, locality, fittings, etc.)

    (b) rents charged

    (c) procedures for allocation of houses to staff in each location

    (d) the maintenance and the security of vacant houses. (pp.35-36, para. 4.6).

23. the method of selecting staff for transfers be made 'open knowledge' to all lecturing staff. Any subsequent changes of appointment should also be 'open knowledge'. (p.36, para. 4.7).

24. a minimum of six months notice, prior to the end of the school year, should be accepted as a policy 'norm' for staff being transferred between metropolitan and country colleges. Any variation from this notice period should be treated as an exception with due consideration being given to the staff member selected. (pp.36-37, para. 4.8).

25. lecturing staff who are given a country posting be required to attend a briefing session organized by the Training and Development Branch. Each lecturing staff member's spouse should be invited to attend the final part of the session. (p.37, para. 4.9).

26. the Department of Further Education should produce a Departmental Lecturing Staff Manual. (Chapter 5).

27. the Department should conduct a full analysis of the job requirements of Department of Further Education lecturing staff, and in conjunction with this study identify the training requirements that are necessary for D.F.E. lecturers to do their job properly. (Chapter 6).

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The following people have made significant contributions to the project in terms of suggestions, ideas, research and development:

The 24 lecturing staff members who attended the project seminar on 7th April, 1977.

Research Branch members, in particular Kevin Parkinson, Ron Schilling, Athol Fox, Sharon Hetzel, and Paul Stevens.

Operations Division officers, in particular Geoff Wood.

Members of the typing pool, in particular Lee [illegible]a, Nancy Kibble and Anna Zammit.

Various staff members of Central Office and in particular those who were responsible for implementing some of the report recommendations during 1977.

All the college principals, senior staff and lecturing staff consulted by Dean Kuhl and me during the year 1977, and in particular, the lecturing staff who commenced employment with the Department of Further Education between November 1976 and June 1977.

P.J. Tiernan

REMARKS BY PROJECT OFFICER

The accelerated growth of the Department of Further Education over the last two years has resulted in a large number of new lecturers being employed over a short period of time. This rapid expansion has merely highlighted the difficult circumstances faced by newly appointed lecturers, many of whom enter the teaching force without prior teaching experience and qualifications. It is to the alleviation of these difficulties that this project is directed.

Once the basic aim of the project was defined, a group of new and established lecturers was invited to join a seminar so that the problem areas could be speedily identified. A programme of personal interviews was then undertaken using the results of the seminar as a basis for discussion. This phase of the project took approximately seven months. Right from the beginning of the project, principals, senior staff and lecturing staff of colleges were all extremely enthusiastic. At all times, I received from the staff in the Department of Further Education the utmost co-operation and assistance. I thank them for their professional concern on such an important matter.

One of the major disadvantages of a project officer who is on a half-time scholarship is that the time span between the commencement of a project and its final release in print

form can be so long that it could render any project ineffective. Thus, early in the project's history it was decided to put forward to senior management any major findings and associated recommendations for information and action. This method has proved so successful that this report is now mostly an historical paper.

Because of the special nature of this project, it was felt that the only way to conduct it was on a very personal level. The numerous interviews conducted by me naturally consumed a lot of time in the early stages. But, it was all well worth the effort, because a considerable amount of thought and discussion was generated in the areas relating to staff problems. The large amount of personal feedback from new lecturing staff has indicated that the highlighting of particular problems has in some cases at least reduced them to a manageable size.

During the investigation, certain problems and ideas not directly related to the project's aims were brought to my notice. Because they were frequently and enthusiastically raised, they could not be ignored and have thus been included in this report.

To the best of the knowledge of the people involved in this project, no other study of a similar nature has been previously conducted within Australia. I am of the opinion that this centrally initiated project was well received by the field staff who participated in it. Furthermore, it has helped

to improve communication and staff relationships between field staff and central office personnel. A project of this nature should be regularly repeated at set intervals in order to maintain a high level of communication within the research context while at the same time verifying current practice and generating new findings.

Of the 17 recommendations relating directly to the problems of new lecturing staff, four have been accepted and implemented, and four have been accepted, modified and actioned. One has been rejected, and eight are pending decision. Ten other recommendations have been put forward. Of these, three have been accepted and follow-up action has been taken, two have been accepted, modified and subsequent action has been taken, two have been rejected, and three are pending decision.

I consider that within the limit of the time available, the project has to a great extent achieved its aims: namely, to identify the initial problems of new lecturing staff in the Department of Further Education, to put forward recommendations relating to those problems, to communicate to senior management of the Department of Further Education a consensus of field staff's opinions as they relate to these problems, and to generate interest among all departmental staff towards problems experienced by staff members before and immediately after they join the Department of Further Education. I leave you the reader to judge.

Chapter I
THE NATURE OF THE PROBLEM AND THE ACTION TAKEN TO INVESTIGATE IT

1.1 *THE NATURE OF THE PROBLEM*

The South Australian Department of Further Education (DFE) has over the years employed many new full-time and part-time teachers. Most of the full-time staff have entered DFE direct from industry and commerce at the beginning of the calendar year. These lecturers usually have little or no teaching experience and in some cases minimal teacher training prior to the commencement of duty. It is general practice for such entrants to commence teaching after completing a short induction inservice course. Although much is accomplished during the inservice training sessions conducted jointly by the DFE Training and Development Branch and Torrens College of Advanced Education, there are still many problems that new lecturers face.

Some of these difficulties are of an administrative nature. Other difficulties are personal ones; they arise during the course of settling into a college programme. One purpose of this investigation was to identify such problems and recommend methods for overcoming them.

It is simply not possible to ascertain in advance all of the problems of a person taking up duty. Consequently, it is not feasible to cater for all of these difficulties

during the initial phase of an inservice training course. Senior staff, particularly those within a college, can be alerted to the kinds of problems that are likely to occur, so that they are in a position to assist the new teacher as the need arises. This study seeks to identify the major problems and to indicate to staff various ways of dealing with them.

A consensus approach was used in this investigation to isolate areas of common difficulty and to resolve the issues surrounding each of these common areas. Agreement has been achieved by a continual process of contact, analysis of information, feedback and renewed contact. This approach is elaborated upon in Appendices I and II.

1.2 *DESCRIPTION OF THE PROCEDURES USED*

Much of the data was collected using two techniques, namely group interview and personal interview. Departmental records and papers provided supplementary information as required. To begin with, a number of central office and field staff, including a relatively large group of recently appointed lecturers, were consulted as to the best approach to use.

1.2.1 The seminar session

As a first step, it was decided to organise a seminar to be attended by new and established lecturers and having as its prime purpose the identification of the problems faced by people entering the teaching profession. Both new and

established lecturers were selected, because it was regarded as essential that views should be sought from within and outside of the new teacher's domain. The 12 new lecturers who were chosen to attend the meeting, represented 18% of those employed by DFF during the January/February 1977 period; 12 established lecturers were also invited to attend. Both groups taken together were judged to be capable of exploring and isolating the major problem areas within the allocated half-day. (Further comment on the sample group is contained in Appendix II.)

The general findings arising from the discussions were used to formulate the initial problem specification and to structure the personal interviews that subsequently occurred. (Information concerning the seminar preparation and follow-up is contained in Appendix III).

1.2.2 Personal interviews

A series of personal interviews were carried out after the April meeting with lecturers. The project officer spoke with many principals, senior college staff and lecturers. (Information concerning follow-up letters is shown in Appendix IV.) Most central office personnel whose responsibilities and interests covered the investigation area were also interviewed. The general procedure adopted in each interview was to allow discussion to lead on to the major issues raised at the seminar session. The comments and impressions volunteered by each person were duly noted

(These were recorded as data after the meeting). At this point the consensus view so far achieved was put to those interviewees who had stated a contrary view, reaction was invited, and where necessary the appropriate correction was made.

Slightly less than 32 per cent of the November 1976 to June 1977 intake of DFE lecturers was interviewed. The total number of teaching staff interviewed exceeded fifty.

The final draft of this report has also been shown to many of the people interviewed. The feedback was used to revise the written material whenever points of fact were found to be in error, and where opinions interpreted by the project officer did not accurately reflect the respondents' views. Thus, the process of returning the final draft report to these people confirmed the accuracy of the findings in terms of the inputs given by the respondents. Increased consensus was achieved on various issues.

1.3 *MATTERS TO KEEP IN MIND*

It is suggested that the following points be kept in mind during the reading of this report:

(a) The respondents felt that many of the problems highlighted in this report are relatively minor. They only need to be 'cleared up'. But, grouped into certain combinations these same problems cause major stress to the new lecturer, particularly during the first six months. The personal condition of a lecturer is

important enough for action to be taken to minimise these stress situations.

(b) Those established lecturers consulted by the project officer emphasised the following points. The Department of Further Education has considerably improved its methods of inducting new lecturers during the last three or four years. The action of recognising the problems which new lecturers experience is, in itself, a very positive move. This study simply reflects that positive attitude. Even so, it is felt that some of these problems need to be present in small but manageable amounts for a new lecturer to gain useful experience.

(c) It is assumed that the new lecturer respondents represent a valid sample of the total population of new lecturers employed by DFE over the November 1976 to June 1977 period. Phrases such as 'new lecturers' or 'all new lecturers consulted' or 'most new lecturers' need to be understood in the above representative sense. It has been accepted that the established lecturers consulted by the project officer have presented views that are characteristic of established lecturers in general. (There is further discussion of this aspect in Appendix II.)

(d) A number of less transitory matters are also considered. For instance, the inservice needs of staff and the role of lecturers are two cases in point.

Chapter II
INITIAL PROBLEMS

This chapter deals with the major problems faced by new appointees. Issues associated with the pre-employment and the initial teaching periods are considered. Methods of resolving some of these problems are suggested.

THE PRE-EMPLOYMENT PERIOD

The majority of established lecturers consulted by the project officer expressed the opinion that the information passed on to applicants for lecturing positions could be improved considerably. In fact, many of the problems were carried forward to the induction period and sometimes well beyond that point. The major issues are listed below:

2.1 Many of the new lecturers interviewed by the project officer feel that they are not adequately informed by interviewing panels regarding the effect of salary bars and thus of their relative standing within the salary scale structure. It is regrettable that many discover academic impediments to progress through the range well after commencing duty. One possible reason for a failure to understand the implications of the salary scale structure is that the general practice in industry is to progress by job ability without stated bars. It is normal for this information to be passed directly on to the employee usually in the form of a 'layman's' description given at the time of interview. The departure

from what should be an accepted practice is regarded as unacceptable to the people concerned.

The proper solution is to inform interviewees of the exact situation as it applies specifically to them. At least one member of the interviewing panel should be well versed in the Department's salary and career structure so that all applicants are adequately informed.

2.2 Most new and established lecturers appreciate the fact that because of budgeting requirements most lecturers commence duty during January or February. Nevertheless, they fail to understand why selection procedures and letters of notification of successful appointment cannot be completed at least by November of the previous year. This would allow reasonable time for new staff to prepare themselves for their new job.

Strenuous attempts have been made by central office personnel to meet the November deadline, but success has been limited. The major inhibiting factor has been the budgeting requirement.

2.3 Lecturers are concerned that the period between the time of arrival of the letter offering employment and the date at which teaching duties are expected to commence is generally far too short. This situation is felt to be unreasonable in that it causes unnecessary worry and embarrassment. For instance, some new lecturers have been placed in a difficult situation in regard to their previous employers, because they were forced to resign at very short notice. They consider

that the Department of Further Education should never place a person in the position of having to make such a major decision in a very short time.

There is an additional serious side effect. There is loss of face on the part of the original employer and the new lecturer, in that the two parties through no fault of their own subsequently find it difficult to communicate. Hence contact with industry or commerce is lost. The Department's image, not to mention that of the lecturer concerned, is harmed. A lecturer can be saved from the embarrassment of being seen to desert an employer, by being given a minimum of one month in which to submit a resignation and to cease duty with the previous employer.

The Management Services Branch has pointed out that lecturers are normally asked to specify a starting date. Apart from the requirement to attend the New Entry Lecturers Methodology Induction course, sufficient time is generally given to tender a resignation. It is suggested that new lecturers be informed of the one month consideration at interview.

2.4 The letter of offer of employment should include all details of salary structure together with pertinent comments. It would be in order to include a copy of the most recent Teachers Salaries Board Award. This statement formally embodies the relationship between salary structure, position classification and qualification requirement.

An information sheet outlining in general terms the superannuation scheme as it affects new lecturers should also be included with the offer of employment. The sheet should contain the name and telephone number of a superannuation officer from whom the applicant can obtain accurate and detailed information.

It is now intended that the above matters be included in a Staff Handbook which will be released to all Departmental staff.

THE INITIAL EMPLOYMENT PERIOD

2.5 The majority of the new lecturers expressed surprise that they were not required or even invited to visit central office within the first five days of commencing duty. A generally accepted practice on the first day of appointment in major industrial and commercial firms is to report for duty at Head Office. This induction period includes briefing on general administration procedures, and more importantly essential forms dealing with pay and tax are completed and processed immediately. The new officers are also introduced to key staff officers.

New lecturing staff should be required to report at central office on their first day of duty. They would be briefed on administrative procedures and would have essential forms processed. Not only would this arrangement speed up and economise on induction time and clerical effort, but the new appointees would feel confident that they had joined an

efficiently organised and caring employer. New staff would also appreciate the role of the Department and would see themselves as departmental officers first and college appointees second.

2.6 The majority of new lecturers agreed that there were not many cases of delays in the arrival of their first pay cheque. Even so, on those few occasions when it does happen, the upsetting effect on a new lecturer can be quite pronounced, especially if personal savings are lower than usual as a result of the change of occupation. Most lecturing staff come from industry and commence, where pay delays and inaccuracies are an extremely rare event. Regardless of where the fault lies, such an experience can be unnerving to a new lecturer to the point where teaching performance is affected.

New lecturers should visit the Salaries Section during the initial induction. They should be given the name of the contact person to whom pay queries can be directed, they should be assisted in filling out the necessary Department forms and tax forms relating to pay, and they should be informed that they can make direct approach to the relevant pay clerk should problems arise in the future.

2.7 It was suggested that attendance at evening and/or weekend teaching methodology training sessions before commencing teaching duties for the Department would be a suitable alternative for those appointees who for various reasons could not attend the normal New Entry Lecturers Methodology and Induction (NELMIC) Course.

Staff at Torrens C.A.E., the college responsible for providing much of the formal teacher education for DFE staff, felt that, as a matter of principle, DFE lecturers should attend NELMIC full-time. Only in exceptional circumstances should the course be offered to full-time lecturers on a part-time basis and then only if weekend sessions are scheduled as a part of the programme.

2.8 The required medical examination does not usually take place until after a new staff member has commenced teaching duties. Yet, confirmation of a permanent appointment depends on a successful medical report. This illogical procedure causes new lecturers unnecessary anxiety during the first three months of service, because they could be rejected by the Department on medical grounds after having resigned from their previous job.

All medical examinations should be conducted before an applicant accepts an offer of appointment, so that in the event of an unsatisfactory medical report the person can exercise the option of retaining the original job.

The view was expressed that lack of awareness of the required procedure is the major contributing factor. It is suggested that the relevant detail be placed in a Staff Handbook as well as being made known at the time of interview.

2.9 Knowledge of when a new lecturer could or could not join the superannuation scheme was generally poor. This aspect of the superannuation scheme is critical to many new lecturers,

because they can be in the age range where the addition of one more birthday can make a significant change in the percentage of the amounts of payment required and on the amount of pension payable on retirement. Thus, it is very important that every employee should be informed in writing of the exact date when they are eligible to join the scheme.

Other information about the superannuation scheme should be enclosed with the letter confirming employment. The explanations should be given in straightforward simple language with more specific and detailed references listed for those wanting to pursue a particular question. The information should also indicate to whom further inquiries can be made.

The fact that each college has been issued with a handbook on the superannuation scheme is apparently not general knowledge. It would thus seem more appropriate to provide each new lecturer with a copy rather than relying entirely on the college source.

2.10 The letter informing new lecturing staff that they have successfully completed their probationary period is regarded as very important. Delays in its arrival cause unnecessary concern which in some cases can affect performance in the classroom.

The majority of new and established lecturing staff consulted by the project officer stated that the letter notifying successful completion of the probationary period usually arrives well after the probationary period is completed.

Lecturers are generally told by the principal of the college that a permanent appointment has been recommended. The delay occurs somewhere between the announcement of the principal's intention and the receipt of notice of confirmation of permanency. When for any reason, the official letter notifying permanency of appointment does not reach a new lecturer on or before the end of the week after the sixth month of that lecturer's service, the person concerned should be informed verbally from central office that they have successfully completed the probationary period. Written confirmation should follow.

This set procedure will allow teaching staff to request such information should it not be forthcoming.

RECOMMENDATIONS

The following recommendations arise from the findings of the personal and group interviews.

It is recommended that:

Pre-employment period

1. *at least one member of every interviewing panel should be well versed in the Department's career and salary structure.*
2. *selection procedures for new appointments be completed as far as possible by November of each year with a minimum of one month allowed for resignation from the existing job to take effect.*
3. *the letter offering employment should include information sheets which describe the salary structure and the superannuation scheme.*

Initial employment period

4. *the first day of appointment should be at central office so that proper induction procedures can be followed. New staff would be briefed by senior staff, and all pay, tax and other clerical matters would be processed.*

5. *optional evening/weekend teaching methdology training sessions be provided for those who cannot attend the normal New Entry Lecturers Induction and Methodology Course.*

6. *all medical examinations should be conducted before an applicant accepts an offer of appointment and before a resignation is submitted for the previous job.*

7. *the letter confirming employment should include the date of eligibility for taking up superannuation.*

8. *on those occasions when the letter notifying permanency of appointment has not been received by the end of the first week after the sixth month of service, central office should verbally inform the lecturer concerned regarding the new status.*

Action taken in regard to these recommendations is reported in Appendix V.

Chapter III
EDUCATIONAL MATTERS

A series of problems relating to the educational development of new teaching staff emerged during the course of the investigation. The concerns were of two types; some arose directly from the teaching situation, while the balance stemmed from study programmes associated with the professional development of the people concerned.

THE QUALITY OF TEACHING

Without exception, all staff who were consulted placed the quality of teaching at the top of the list of lecturing priorities. The solutions presented to the project officer were developed according to this quality criterion.

3.1 Areas of particular concern to staff were subject area knowledge, contact with industry (or commerce) and general curriculum skills. Within the latter group teaching skills were felt to be of prime importance.

All the new and established lecturers involved in this investigation hold the very strong opinion that new full-time lecturing staff with no experience in teaching and who have not received any teacher training methodology, should under no circumstances be permitted to teach without adequate supervision. No inexperienced and untrained lecturer should be given the full responsibility for teaching a class of students; both parties are placed under undue stress. The

risk of poor teaching resulting from this situation is too high for the reputation of the Department to be put at risk. Furthermore students who are badly taught lose confidence in the lecturer and also in the Department.

New lecturers with no previous training or experience in teaching should attend the induction and methodology course conducted at the Training and Development Centre, before they are allowed to take up full teaching duties.

It would seem that the same conditions would apply in principle to part-time lecturing staff. Various colleges do supply 'pre-service' courses for their part-time staff, and the Training and Development Branch staff also run sessions. Even so, the problem of providing adequate courses is an immense one.

Whenever it is impossible for a new lecturer to attend an induction and methodology course, a shortened course should be given as a minimum requirement. Only then should a person be allowed to teach. At present, the majority of new staff who miss the induction and methodology course held at the beginning of the year have to wait a considerable time before they receive formal methodology training outside the college. In the meantime, they are expected to teach a full programme. Though the Training and Development Branch offers courses in May and August of each year, some lecturers are unable to attend because of prior teaching commitments or some other equally valid reason.

Torrens College of Advanced Education staff support the principle of new lecturers being required to undertake a methodology course prior to teaching and see it as a reasonable practical solution, especially as the NELMIC course is offered in January, May and August each year. In fact, Torrens C.A.E. does not allow a new lecturer to enrol in its course on 'The Theory and Practice of Teaching' until staff have attended the Department's induction course. Unfortunately, this can mean that a lecturer's formal study programme might be set back by at least one year.

In summary, it can be said that the situation is very unsatisfactory for all concerned. It cannot be emphasised enough that in the final analysis it is the students who are sure to suffer.

Apart from the external provision of methodology training, there is the internal component as well. Lecturers consulted considered that an 'apprenticeship' or internship scheme should be devised to train new staff within colleges. Some colleges appoint supervisors to work with new staff, but this arrangement is not widespread. Nor is it always comprehensive. For example, some lecturers felt that new staff should be rotated amongst at least the metropolitan colleges as a part of their job experience.

3.2 The new and established lecturers consulted during the investigation expressed the opinion that there is a tendency within most of our Department's colleges for new lecturing

staff to have slightly more than average class contact time in their first year of service. Preliminary evidence supports this assertion. Relative to an average of 18.6 adjusted teaching hours per week for all lecturer II's as at March 1978, a sample of 12 new lecturers contained 10 members operating above the 18.6 hr/wk figure. Further analysis is needed to verify the assertion.

Considerable unnecessary strain can arise in the first six months of service particularly. Much of the pressure is attributable to the unsound practice of overloading some new teachers with extra teaching.

It is accepted that adult students have special learning requirements. Therefore, new lecturing staff must also have special learning needs in relation to their new job. But, little consideration is given to their requirements, particularly with respect to the problems they experience in lesson preparation. It is fair to assume that the needs of lesson preparation time for a new lecturer are, at the very least, of the same order as those for an established lecturer. Yet actual teaching commitment for new lecturers appears to be out of step with this desired principle.

It is common practice within the Department for the maximum class contact time of lecturers to be 24 hours per week. The lesson preparation time works out at approximately one-half an hour per one hour class contact time. It is recommended by the established lecturers consulted, that a policy of one hour

preparation per one hour class contact time be adopted and applied to new lecturing staff members who prior to joining the Department have had no experience or training in teaching. This policy would recognise the special learning needs of new staff and permit them to 'walk before they have to run'.

STUDY PROGRAMMES

New lecturers employed by the Department and who have no previous educational training are allowed study time amounting to five hours per week during the first four years of service. A number of problems are associated with this requirement.

3.3 The new and established lecturers consulted by the project officer are of the opinion that the Department's study time policy and practice for new lecturers is not adequate. The main problems are that it is being too rigidly applied, and the amount of release time is too short.

The Staff Development Committee is undertaking an intensive review of the whole question of study release time. Hence, the following remarks concentrate on the problem caused by the restrictive implementation of the present policy, rather than the question of time allocation.

Within the rigid application of continuous study allowances for the first four years, there is no provision for a staff member who has a marked change in domestic situation. The majority of new lecturing staff are in the age group where their children are of school going age. This phenomenon is fairly specific to TAFE staff as many of them commence duty

with the Department after many years in industry or commerce. Sometimes it is necessary to take a year 'out' from studies due to particular family circumstances. For instance, the illness of a spouse may prevent the staff member from attending evening classes. Furthermore, whenever staff have a change in job location (for example, a lecturer is given country service) the present rigid application of study allowance policy puts them at an immediate disadvantage.

A minor but significant change is suggested in relation to the Department's present policy for a five hours per week study allowance for the first four years of service. The specific intent of the word 'first' should be deleted from the policy statement and new lecturing staff should be allowed the option of commencing study in the first or second year of service.

In addition, an option of taking only a portion of the five hour allowance should be incorporated into the scheme. There should also be a maximum of one year's leave of absence allowed from study without loss to the lecturer. In this case, the full study release allocation would operate over a five year period.

These policy amendments would give staff an opportunity to use the study release time when it is most convenient and appropriate, rather than lose the time should it not be utilized within a given year. These amendments would yield immediate benefit, particularly in terms of staff relationships. The

present work environment would be improved, and there would be some relief in terms of initial stress to new lecturing staff.

3.4 A number of aspects of the Torrens College of Advanced Education teacher education programme are now considered. It is at this college that new lecturers who are seeking a first qualification commence their professional studies in teaching.

(a) *Curriculum*

Torrens C.A.E. presently offers study units on the Teaching of Adults, Lifelong Education and Educational Investigation at Diploma level, and History and Sociology of Further Education, Philosophy of (Further) Education, Research and Development, and Adult Psychology in the Bachelor of Education. Even so, Torrens C.A.E. staff would like to see more optional subjects offered.

Thus, it is felt that course studies and the elective subjects presented by Torrens College of Advanced Education should be made even more relevant to the needs of the lecturing staff of the Department of Further Education. Optional subjects relating to various facets of adult education and topics on resolving lecturer problems relating to adolescents need to be introduced as separate modules in the curriculum. These subjects should be compatible with the requirements of mature age students. There should also be a greater emphasis on academic subjects that relate specifically to 'vocational' education, e.g. methods of teaching and hand skills, industrial training, education of the unemployed, overseas apprenticeship systems.

(b) *Assessments*

As speech is a major tool for teaching, it is essential that this aspect be adequately developed within the training programme. Yet, the Torrens College of Advanced Education study requirements are heavily biased toward essay writing. There is little scope for oral assessment. It would be appropriate for assignments and examinations to include an oral as well as a written component.

(c) *Pre-requisite for 'Theory and Practice of Teaching' course*

As previously mentioned in this report, Torrens College of Advanced Education requires attendance at the NELMIC course as a pre-requisite for enrolment in the course 'Theory and Practice of Teaching'. When new staff are unable to take the Department's induction and methodology course, they are prevented from enrolling in the Torrens College of Advanced Education methodology programme. This requirement is unrealistic in that it can force people to wait many months before receiving methodology training. Yet these people are still expected to take at least the average teaching load.

The Department should offer their induction and methdology course in smaller units at more frequent intervals, and during the evening and weekends. In addition, the Department should approach Torrens College of Advanced Education asking them to relax the present pre-requisite for the 'Theory and Practice of Teaching'. For example, both courses might be taken concurrently by the same student.

(d) *Block teacher training*

The majority of established lecturers and new lecturers consulted in this investigation were very much against untrained new lecturing staff being posted to a country college. In their opinion, professional teacher training outside the metropolitan area is generally inadequate. They consider that the old practice of retaining new lecturing staff members in a major metropolitan college for at least three years before permitting them to be posted to the country was an extremely good procedure. It was agreed that all lecturers appointed in the metropolitan area and with less than four years service should not be permitted to volunteer for country service.

Unfortunately, the above recommendation is not entirely practicable, due to the fact that the Department quite often employs local people for country college positions. The solution lies in solving the problem of the inadequate teacher training offered to country based lecturers. Lecturing staff at the Torrens College of Advanced Education strongly recommend that the idea of block training for professional and methodology studies should be considered. Staff at Torrens C.A.E. are in favour of this proposition on a 'sandwich' basis. For instance, both country and metropolitan college lecturers could attend in a two-weeks block each term over a period of two years. The lecturers could then concentrate fully on classwork without everyday teaching matters interfering.

This concept of offering critical areas of teacher training in short block periods throughout the year should be investigated. Such a study should attempt to determine whether 'block teacher training' would improve the standard of training offered to both metropolitan and country lecturers.

STAFF TRAINING AND DEVELOPMENT

The following section deals largely with training and development issues internal to the Department of Further Education. Most of these matters relate to the role of training and development staff within the service.

It was agreed that the needs of lecturing staff were of prime concern. Much research and development work is required to provide the detail necessary for implementation of valid and effective training and development programmes. Until the research is done, much of the operation must proceed on the basis of the past practice of the staff development decision makers. This is not necessarily a valid approach. For instance, the wish of lecturing staff to have programmes (including conferences) in specialist subject areas, to be given opportunity to meet with industry and commerce on a planned basis and to be given curriculum skills opportunities, is not being realized.

Once detailed knowledge of need is identified, staff can be employed to administer relevant programmes (including conferences).

3.5 The majority of new lecturing staff, even though they may have been in the Department for periods of more than six months,

often know little of the services that the Senior Lecturer (Staff Development) can offer them. It is suggested that new staff should be fully informed of the complete range of services provided by staff development officers. The majority of established lecturers consulted considered that the work of these officers is being hampered by what appears to be a divided responsibility. Senior Lecturers (Staff Development) liaise with the Training and Development Branch and are directly responsible to designated college principals. It is suggested that the role of the staff training and development officer should be more clearly defined and widely publicized.

3.6 The majority of the lecturers consulted were concerned that the Training and Development Branch is not providing sufficient development and training in the various main subject areas of the Department of Further Education offerings. These courses are within the technical, business and general studies areas. They suggest a major field study should be conducted among lecturing staff shortly before the end of each year to identify training needs in each of the major subject areas. The Training and Development Branch could then organise suitable courses and conferences. Most of the Training and Development Branch assistance would be in the form of administrative support. Suitable subject expertise would be forthcoming from sources external to the Department as well as from DFE lecturing staff.

Research Branch should be requested to undertake a needs analysis so that the detailed knowledge can be identified.

3.7 It was generally agreed that communication between field staff and Training and Development Branch staff could be greatly improved. The activity of developing training courses in each major subject area will do more than improve lines of communication. The action of meeting this particular need will generate important public relations value.

3.8 The induction and methodology course which is conducted by the Training and Development Branch was highly praised by all staff. It was considered to include insights and experiences that are essential parts of an inservice teacher training programme.

The following three modifications were suggested:

(a) The course needs to be one week longer in duration

(b) The practical content should be increased by about 20%

(c) The final practical teaching exercise should take one hour, because the most common time unit for classes is between fifty minutes and one hour

3.9 The majority of staff with whom the project officer conversed were unable to reconcile the Department's espoused philosophy of recurrent education with the impression that staff inservice training and study release time seems to have a relatively low priority within the policies of the Department. Field staff look upon the Training and Development Branch for leadership to improve the present situation.

RECOMMENDATIONS

It is recommended that:

The quality of teaching

1. *under no circumstances should any full-time lecturer be permitted to teach any classroom or workshop session, unless he/she has successfully completed, as a minimum, the induction and methodology course offered by the Training and Development Branch or an acceptable equivalent to this particular course.*

2. *a policy of one hour minimum preparation per one hour class contact time be adopted and applied to new lecturing staff members who, prior to joining the Department, have had no experience or training in teaching.*

Study programmes

3. *in relation to the Department's present policy for a five hours per week study allowance for the first four years of service:*

   (a) new staff should be given the option of commencing study in the first or second year of service

   (b) new staff should be given the option of taking a portion of the five hour allowance within a given year

   (c) there should be a maximum of one year interruption, upon request, during the study release period

4. *additional optional subjects relating to various aspects of adult education need to be included as separate topics in the Torrens C.A.E. curriculum. There should be a greater emphasis on subjects relating to vocational education.*

5. *assignments and examinations at Torrens C.A.E. should include an oral as well as a written component.*

6. *the Department should offer the NELMIC course in smaller units, at more frequent intervals and during the evening and weekends.*

7. *the method of block training be investigated as a possible solution to the training needs of new staff located outside the metropolitan area.*

Staff training and development

8. *the role of the Senior Lecturer (Staff Development) should be publicized, and lecturing staff should be informed of the services that Senior Lecturers (Staff Development) can provide.*

9. *the Training and Development Branch should organise suitable courses in specific technical, business and general studies areas, and these courses should be based on a major field study conducted among lecturing staff.*

Action taken on these recommendations is reported in Appendix V of this report.

Chapter IV
SOME GENERAL STAFFING MATTERS

A number of administrative matters have been discussed in earlier chapters. For instance, the procedures used for carrying out the medical examination for new lecturers were discussed. This chapter deals with some additional administrative matters, most of which apply to lecturers and administrators in general. Although the findings and recommendations of this chapter are not specific to the new lecturers, it was felt important to include information beyond the terms of reference of the project because of its relevance and importance to all teachers.

PERSONNEL

4.1 Over the next five to fifteen years, this Department will have a large number of experienced lecturing staff due for retirement. This pool of expertise and experience should not be totally lost to the Department. Procedures should be set up to cover this contingency.

For example, retired lecturers could be used as;

(a) part-time staff to cover short term surges in demand

(b) members of *ad hoc* working committees

(c) relief staff so that permanent staff can attend conferences and inservice training courses.

Each of these operations would have to be congruent with current policy.

A central record of these retired staff should be kept, and their expertise should be made available to all colleges on an organized basis.

4.2 It would assist staff industrial relations if the recording of factual information on personal files for each staff member was communicated automatically at critical times. This could be achieved by sending a photostat copy of the factual information sheet in the personal file each time there is an alteration or addition. This service would complement the standard procedure of individuals submitting material for inclusion on their own personal file.

Such an automatic communication procedure would ensure that the factual information sheet was kept up to date and accurate. The recipient would then be in a position to query the precision and relevance of the records on the basis of sighted documents. One important advantage of this arrangement is that it fosters sound industrial relationships.

This procedure is an accepted practice among major industrial and commercial establishments and would supplement the procedure of allowing individual lecturers access to their own personal files.

4.3 It appears that no official procedure exists to cover exit interviews for staff who have resigned. This is a significant loss of vital information. Ideas forthcoming from exit interviews can play a vital role in providing senior management with important data for decision making.

On receipt of a letter of resignation from a staff member, a Departmental officer knowledgeable in management services and professional matters should conduct an exit interview. It should be the practice for one officer to conduct the interview so that exit interviews do not acquire the air of a court of enquiry. A report should be submitted to the Director-General for noting and where necessary for appropriate action.

4.4 *SALARY QUESTIONS*

The present requirement for progress through Step four on the salary scale is the successful completion of three professional units at Torrens College of Advanced Education. This provision is causing new untrained lecturers, particularly those in their first year of service, to concentrate entirely on study areas which are not necessarily to the best advantage of the students or to this Department.

Industry and commerce have had to become more specialised because of rapidly changing technology. Yet our Department still requires its lecturing staff to have a very broad knowledge of different subject areas. It is understandable that new lecturing staff will have knowledge 'gaps' in their main subject area when first appointed. It would be appropriate for lecturing staff in their first year of service to be encouraged to fill those gaps and extend knowledge within their given subject area. The present requirement for progress through Step four of the salary scale does not encourage study in the subject knowledge area.

A number of suggestions are offered for consideration on the basis that the present requirements need to be made more flexible:

(a) The following statement is extracted from the Teachers Salaries Board Award as at September 15, 1977. The Step four salary bar provision is the "Maximum without three professional units or such other qualifications and experience accepted by the Director-General of Further Education as equivalent." The Step four requirement could be interpreted more widely so as to encourage new lecturers to improve and expand their subject knowledge.

Unfortunately, current practice is not in line with this wider interpretation. It is the opinion of both the new and established lecturers consulted that the present application of the above requirements for progression through Step four in the salary scale is too rigid. It is the view of established lecturers that the new lecturers' studies are at present 'out of tune' with the needs of the colleges and hence the needs of the students. Little time is left to improve or expand specialist 'subject knowledge'. Established lecturers agree that throughout the early part of a new lecturer's career, there is no recognition in terms of the Teachers' Salaries Board Award for achievement in that person's own main subject area. They consider this causes new lecturers to be restricted in terms of their usefulness to the colleges during the early part of their teaching career. This sets a limit to performance in the classroom.

One counter-argument put is that new lecturers are employed on the understanding that each is familiar with the given subject area. Being familiar with a subject is not the same as understanding all aspects of it in the depth required to teach students the theory part of a course. It was felt that new lecturers are not likely to have expertise in all sections of the theoretical part of a course that they are teaching, even though they are skilled in the applied aspects of it.

It would seem that a more specific salary bar provision is warranted.

(b) The following modification should be made. This change would produce an effect similar to the first suggestion except that the direction of interpretation is clearly indicated.

The statement, "without possessing at least three professional units or equivalent", can be amended to read as follows: "without possessing at least three professional units or two professional units and one unit in his or her main study area".

Were the requirements at salary bar Step four to include qualifications directly related to a lecturer's main subject area, then this would generate an environment in which studies would be relevant to the job in both the educational and the vocational senses. New staff would be encouraged to become more competent in their subject area right from the outset. This would greatly benefit the Department because encouragement

would be given for new staff to become more versatile. New staff would not feel that they are at a disadvantage by not concentrating solely on study in the professional areas. Neither of the above two options imply a reduction in standards. There is simply a rearrangement of priorities.

To attract people already highly skilled and trained, the Department does employ staff above Salary Bar four. One could assume that the application of the bar is affecting only those staff who have been employed because of their future potential for the Department rather than their present level of skills. Thus a more flexible approach to the study programmes in the early years of teaching seems justified.

4.5 The following provision has been incorporated into the 'Teachers' Salaries Board Award', presumably to enable Lecturers to progress past Salary Bar four. The award of September 15, 1977 reads as follows:

> *"On advice of a Promotions Committee on which representatives of both the Institute of Teachers and the Department of Further Education are represented, the Director-General of Further Education may permit a teacher to pass through incremental Step four without possessing at least three professional units or equivalent."*

The addition has been used as an argument against the suggested changes mentioned under item 4.4 of this document. It is possible that this condition can be applied to remove some of the present 'backlog' at bar four. But the right pressures will not be applied to cause future staff employed

below salary bar four to redirect their studies in such a way that they become more versatile to the Department. This particular condition is not suitable and further specific adjustment should be made.

TRANSFERS AND RELATED ISSUES

4.6 There are many examples of low standard teacher housing in country areas. This problem affects staff members generally and not just new lecturers.

It is felt that there is a lack of concern for staff housing in the country. This aspect is noticeable particularly during periods of change-over of staff when houses are unoccupied for several weeks at a time. The apparent lack of interest in upkeep and security of unoccupied houses does not enhance staff relationships. Staff members do not appreciate having to move into an untidy or uncared for house. In contrast there are some country locations where local administration is excellent. Such examples should be used as models for the establishment of a working policy on country housing.

In the interest of good staff relationships, the Department should call for an investigation into the present situation of country housing. This investigation should look into:

(a) the suitability of the standard of houses offered (size, type, locality, fittings, etc.),

(b) rents charged,

(c) procedures for allocation of houses to staff in each location, and

(d) the question of who is responsible for maintaining and securing vacant houses.

The findings can then be made available to the Teacher Housing Authority so that suitable action can be taken.

4.7 There is an almost total lack of precise information as to how selection for transfers occurs. There is much 'conventional wisdom' which causes lecturing staff to distrust the present method. Staff morale suffers in consequence.

The method of selecting staff for transfers should be made 'open knowledge' to all lecturing staff. Any subsequent changes of appointment should also be 'open knowledge'.

4.8 The practice of giving extremely short notice to staff who are to be transferred between metropolitan and country colleges is most unfair to staff and to their families. The majority of the Department's lecturing staff have children at school. Their thinking and planning for the future is governed basically by their children's school year. Staff understand that an advance notice of transfer of one school year is not practicable. But they fail to understand why a minimum of six months notice before the end of the school year is not accepted as a policy 'norm'. Instead, the standard practice for the present system seems to be a 'last minute panic' action during the end of the final term of the school year. Any variation from a six month notice period should be treated as an exception

with due consideration being given to the staff member selected.

4.9 Staff are ill-informed on the process of transfer to the country. As soon as practicable those lecturing staff who are to be posted to the country should be required to attend a briefing session. This session should be organised by the Training and Development Branch. The various topics should be run by persons skilled in the various fields relevant to the Department's operations. The kind of people required to contribute are those with a sound knowledge of housing, finance, legal agreements for tenancy, local schooling, expense allowances and other related services offered to lecturers during country service. Staff would benefit greatly from this briefing session, because they would be able to learn from the mistakes of others, particularly in the area of housing where matters such as maintenance of country residences and leases of city establishments can raise very difficult and complex problems.

It is suggested that an invitation be extended to each person's spouse to attend the final briefing session. The period during which husbands and wives are together could be conducted in an informal atmosphere.

The Department's positive action in these aspects of family relocation would significantly improve staff morale.

RECOMMENDATIONS

Personnel 1. a central record of all retired staff should be kept, and their expertise should be made available to all colleges.

2. the recording of factual information into a lecturer's personal file should be communicated automatically to the person concerned. This could be achieved by sending out a photostat copy of the factual information sheet contained in that file.

3. exit interviews should be held with all staff who resign from the Department of Further Education.

4. the present requirements for progress through step four on the salary scale should be modified to include the following provisions:

   (a) allowance for some study in those technical, business, or general studies areas specific to the subject expertise of the lecturer concerned

   (b) maintenance of a professional studies component

5. the Department call for an investigation into the present situation of country housing. This investigation should look into;

   (a) the suitability of the standard of houses offered (size, type, locality, fittings, etc.)

   (b) rents charged

   (c) procedures for allocation of houses to staff in each location

   (d) the maintenance and the security of vacant houses.

Transfers and related issues

6. the method of selecting staff for transfers be made 'open knowledge' to all lecturing staff. Any subsequent changes of appointment should also be 'open knowledge'.

7. a minimum of six months notice, prior to the end of the school year, should be accepted as a policy 'norm' for staff being transferred between metropolitan and country colleges. Any variation from this

notice period should be treated as an exception with due consideration being given to the staff member selected.

8. *lecturing staff who are given a country posting be required to attend a briefing session organised by the Training and Development Branch. Each lecturing staff member's spouse should be invited to attend the final part of the session.*

Action taken in regard to these recommendations is reported in Appendix V of this document.

Chapter V
LECTURING STAFF MANUAL

5.1 The absence of a comprehensive official Department of Further Education Manual for lecturing staff is regrettable. The failure to provide a definitive information source causes considerable frustration among all staff. Such a manual is a necessity for any large organisation.

Some colleges have attempted such an exercise for their own staff, but the practice is neither universal nor uniformly comprehensive. The Department should produce a Lecturing Staff Manual in a loose leaf design so that additions and deletions can be made as required.

The manual should have the following major sections:

PART 1: DEPARTMENT PROCEDURES

1. Statement of policy and function of the Department of Further Education in South Australia. Department and central office organisation chart.
2. Location of all colleges.
3. Services and assistance offered by the Department of Further Education.
4. Duty statements for teaching staff.
5. Description of the Information Centre, particularly in regard to the fact that the Information Centre has details of courses offered in all colleges.

6. Procedures relating to Departmental forms.
7. Correspondence and other communication procedures.
8. Nature of library services.
9. Store and canteen procedures.
10. Prospects for promotion including details regarding necessary qualifications.
11. Inservice courses.
12. Personnel responsibilities.
13. Role of the college counsellor
14. Role of the Senior Lecturer (Staff Development)
15. Role of the College Council.
16. The Registrar's role.
17. Maintenance
18. Use of personal cars.
19. Ancillary staff.
20. Duty hours.
21. Study facilities available (personal classification).
22. Leave provisions.
23. Use of roll book.
24. Sale of goods to students.
25. Sales tax exemptions.
26. Teachers Salary Board.
27. Regulations and interpretations from D.F.E. Act.
28. Regulations and interpretations from Apprentices Act.
29. List of Government Acts relevant to education.
30. Other legal requirements.

PART 2: COLLEGE PROCEDURES

1. School organisation chart showing college structure.
2. College region showing headquarters, branch and annexe locations.
3. College policy.
4. College committees along with their functions and membership.
5. Stationery requirements.
6. Issue of text books.
7. Procedures for absence from duty.
8. Accident procedures; fire drills; safety procedures.
9. Parking
10. Keys.

PART 3: ASSOCIATED PROFESSIONAL ACTIVITIES

1. Names of association representatives, e.g. your S.A.I.T. representative is Mr./Mrs./Ms.....
2. Clubs and associated services.
3. Liaison with industry.
4. Working in industry.

RECOMMENDATION

It is recommended that the Department of Further Education should produce a Departmental Lecturing Staff Manual.

Action taken in regard to this recommendation is reported in Appendix V.

Chapter VI
JOB AND TRAINING REQUIREMENTS OF LECTURING STAFF

During consultation with the Department's central office staff and field staff, the question of the role of the lecturer emerged as a central issue.

Detailed knowledge of the role of a lecturer and for that matter of the role of an educational administrator is lacking. This is reflected in the fact that there is enormous variation of opinion about what constitutes the specific responsibilities of a lecturer even among lecturers themselves. For instance, it is not at all clear as to what should be the function of a lecturer II (technical studies) compared with that of a lecturer I in the same discipline.

Over the years, considerable numbers of local and overseas investigations have looked into the role of kindergarten, primary, secondary, high school and technical teachers. None of these investigations precisely reflect the needs of this Department. The information collected from interviews suggests that our present understanding of the job of our lecturers is far from complete. Consequently, it is likely that the training offered to our staff is not as relevant as it ought to be.

6.1 *DEFINING THE ROLE OF THE LECTURER*

It is envisaged that a study would roughly parallel that undertaken for an occupational survey of industry and commerce

rather than follow the traditional style of setting up basic competencies as perceived by peers. Inputs from students, lecturers, administrators and people from industry and commerce might well be entirely relevant. In this sense, an investigation of the role of the lecturer would be radically different from traditional studies which are based generally on a perception of that role by lecturers themselves.

Feedback from staff consulted indicated that a knowledge of teaching tasks and of teaching skills was required. These two dimensions would be analysed in the order of tasks first and skills second.

The definition of role would include the examination of the following task areas:

lesson preparation
class teaching
writing courses
writing and producing lesson notes, teachers' notes
preparing and maintaining audio-visual aids
setting examination papers and tests
marking student assignments and tests
ordering equipment and supervising its maintenance
writing reports
liaison with industry/commerce, inter-college, central office
researching technological developments
reviewing needs

committee and working party involvement

administrative responsibilities including liaison with ancillary staff

staff development responsibilities including supervising, training and advising teachers, running inservice courses, tertiary studies.

Other tasks would need to be identified and surveyed. For instance, some knowledge of tasks that link in with those of ancillary staff would also be required.

A pertinent example is that of learning resources preparation. Preliminary information arising from an investigation of problems associated with multi-media teaching has shown that, on average, at least 8% of a lecturer's time is devoted to learning resources preparation. In some cases the figure is much higher. Apart from the need to have more accurate data at the aggregate level, cross tabulations on frequency of task and on level and type of lecturer would also be advantageous. Additional cross-tabulations can be made using other parameters. Gross needs would thus be known. Furthermore needs would be identified for each individual.

Skills research forms another dimension of the study. Knowledge of level, type and frequency of skill would be required. Such skills could be classified into cognitive, psycho-motor and affective domains as is done by Bloom. Another possible classification is to sub-divide skills into communication, behavioural, manipulative, scientific, mathematical and

planning categories. This latter classification may be more relevant to an analysis of vocational teaching skills than is the more traditional classificatory system. Human factors such as social support needs, expectations and personal development factors would be covered by this second analysis.

For instance, it may be decided to use an apprenticeship or internship mode for training new lecturing staff. An analysis of the tasks required of the teacher supervisor and of the skills to be mastered by that supervisor would be essential to a valid and effective internship programme.

6.2 *THE METHODOLOGY FOR DEFINING THE ROLE*

The methodology for defining various teaching roles would include the following elements:

- development of a 'task' list for a particular type of lecturer(s)
- seek task data according to:
  - frequency of task
  - level of task
  - importance of task
  - time involved
  - need for training
- survey - colleges
  - occupational (course) areas
  - representative group of teachers

- interview - lecturers, educational administrators, other administrators
  - central office staff
  - CAE staff
  - students
  - possibly industry/commerce
- interview method - personal
  - structured interview based on tasks performed.

The skills analysis would require an appropriate methodology. For instance, a television camera can be used to record the performance of experienced lecturers. The particular skills can then be analysed by a research officer working in conjunction with a consultative group.

It goes without saying, that the type of training should be geared to the required functions of a lecturer. An example was given earlier in this report of the vocational teacher requiring training in a specialist subject area, particularly prior to passing through step four of the salary bar. This important need is not being met. A job and skills analysis would verify this need.

Yet again, the degree of curriculum function and expertise of a lecturer is largely an unknown quantity. The present piece-meal approach to studies in such curriculum processes as curriculum research, curriculum development and curriculum evaluation, indicates *ad hoc* action and inadequate provision. A detailed knowledge is required of the various tasks and skills within these tasks, especially now that the curriculum committee

system of this Department is being expanded.

The professional development of a lecturer can be adjusted according to the magnitude and prevalence of the task and the mastery level of the underlying skills.

RECOMMENDATION

It is on these grounds that the following recommendation is made:

The Department should conduct a full analysis of the job requirements of Department of Further Education lecturing staff, and in conjunction with this study identify the training requirements that are necessary for D.F.E. lecturers to do their job properly.

The recommended project should be given a high priority rating and once underway should be treated as a matter of urgency.

The action taken in relation to this recommendation is noted in Appendix V of this report.

APPENDIX I

PLAN OF ACTION TO INVESTIGATE THE INITIAL PROBLEMS OF NEW LECTURERS

PLAN OF ACTION TO INVESTIGATE THE INITIAL PROBLEMS OF NEW LECTURERS - DEPARTMENT OF FURTHER EDUCATION, SOUTH AUSTRALIA

This plan of action is set up in response to needs expressed by and on behalf of newly appointed lecturing staff. Over the last few years much has been done to alleviate the problems of this particular group. But, it is felt that a more intensive study is required to assist these people directly and to provide valid information to those of their more experienced colleagues who have staffing responsibilities.

PURPOSE OF THE INVESTIGATION

The investigation is designed to identify and offer solutions to the problems experienced by new lecturing staff. The findings should be relevant to the following questions:

1. What are the major problems?
2. How can these problems be solved?
3. Which problems must be retained so that new teachers can gain relevant experience in controlled amounts?
4. What are the pre-employment and initial teaching problems?
5. Which problems are strictly educational, which are personal and which are administrative?
6. What guidance can be given to assist the new lecturer?

Recommendations must be submitted by the end of 1977 so that appropriate action can be taken before the beginning of 1978. A report is required by mid-1978. The recommendations must enable the correct short-term decisions to be made as well as supplying long term guidelines.

THE NEW LECTURER

For the purpose of this study the new lecturer is defined to be that person appointed to the full time lecturing staff of the Department of Further Education during the period November 1976 to June 1977.

CONSTRAINTS

The following constraints affect the scope and emphasis of the study:

1. The investigation field work must be completed by November 1977.
2. All recommendations must be submitted by December 1977.
3. A report is required by mid-1978.
4. A comparative study is not possible as other similar groups outside this state are not available for examination.
5. Credibility is ensured by having the evaluation conducted by a person who is not a new lecturer but who has a knowledge of the lecturing process. The project associate is outside this constraint. New lecturers and people to whom they are responsible as well as those who service new lecturing needs must be consulted.
6. The project officer supported by the project associate is responsible for:
   a. preparing a plan of action
   b. conducting the investigation
   c. analysing data, producing findings

d. submitting recommendations to senior management

e. writing up a report.

7. Available resources limit the extent of the project. The estimated time available to the project is as follows:

project officer - 2½ days/week for 40 weeks

project associate - 30 days

clerical assistance - adequate.

8. It will be possible to produce recommendations for senior management and a report which contains a description of the investigation along with results and recommendations within the stated deadlines.

GUIDELINES FOR THE INVESTIGATION

The following guidelines set the context for the investigation:

1. New lecturers and senior educational administrators are the primary audiences.
2. The investigation report is a formal public document. The report will not be released until it has been checked out by audience representatives for accuracy.
3. The report recommendations will list specific courses of action in terms of the original purposes set.
4. The report recommendations will be submitted to senior educational administrators as soon as can be arranged, so that decisions can be taken as early as possible.

5. The research aspects of the investigation shall be directed by the Research Branch.
6. Information regarding the content of the investigation as it relates to sources of information, knowledge of data to be collected and the like, shall be given by those people with the relevant teaching and administration expertise.

INVESTIGATION PLAN

The investigation is to develop according to a number of stages. These stages are briefly described below:

Stage 1

In order to obtain more specific questions and so commence the development of an investigation schedule, it is necessary to interview teachers, administrators, students, industry/ commerce representatives, read the appropriate literature and make relevant observations.

Preliminary interviews - project officer to interview small number (2-4) from each of the above groups.

Seminar session - project officer set up one half-day workshop session involving new and experienced lecturers.

Stage 2

Use broadly defined problems as a structure for interviewing central office and college educational administrators, and lecturing staff in the metropolitan and where possible the country areas.

Stage 3

Analyse information and feedback data supplied by interviewees.

Compilation of recommendations and submission to senior educational administrators.

Compilation of final draft - project officer responsible for assembling the units into a first draft.

Stage 4

Draft report containing description of investigation procedures, data collection and findings by project officers.

Consultation with interviewees to confirm report.

Consultation with senior officers especially in regard to recommendations.

Final report prepared by project officers.

Submit report to the Director-General.

Distribution of report.

APPENDIX II

MORE DETAILED DESCRIPTION OF THE PROCEDURES USED

MORE DETAILED DESCRIPTION OF THE PROCEDURES USED

Although most of the data were collected by means of group and personal contact, other sources of information were used. For instance Departmental records and papers provided essential information.

PRELIMINARY INTERVIEWS

A series of preliminary interviews were held in order to establish the general nature of initial teaching, to define the problem areas and to indicate solutions that appeared valid and realistic. Suggestions as to how to carry out the investigation were also proffered.

THE SEMINAR SESSION

The general problems faced by people entering the teaching profession were discussed at a half-day seminar session.

The principals of metropolitan colleges, where new staff were appointed in January/February 1977, were invited to release their new lecturers along with an equal number of established staff members. It was expected that various commitments such as teaching duty and study leave would prevent some teachers from attending the sessions. Yet, close to 20% of those employed by the Department of Further Education during the January/February 1977 period, were able to be present. These people were asked to offer comment on what they understood to be the attitudes of colleagues who could not be present, as

well as their own. This group was judged on the following grounds to be sufficiently representative of the total population of new D.F.E. lecturers. Using random sample formulae it can be argued that we are 90% confident that the population probabilities of the attributes identified in this study lie within ± 0.2 of the sample probabilities calculated for the attributes. There is at most a 1 in 10 chance that the population proportions lie outside this range.

Principals of colleges were asked to release an equal number of established lecturers. It was stipulated that these lecturers should have had three or more years of D.F.E. teaching experience, that they should all be teaching, and that they should be able to reflect colleagues' opinions and attitudes.

Each of the 24 people selected to attend the seminar was personally contacted prior to the workshop session. On each occasion the project plan of action was discussed in some detail. The aims of the workshop session were also carefully explained. A letter of confirmation (see Appendix III) was then forwarded to these people together with other backup information.

The seminar was held at the Training and Development Centre on 7 April 1977. Twenty four lecturers attended from metropolitan colleges within which there were fourteen different schools. The lecturers were divided into two groups:

Group A - Twelve *new* lecturers who had been appointed during the January/February, 1977 period. These lecturers represented approximately 20% of those employed during that period.

Group B - Twelve *established* lecturers. These lecturers had three or more years teaching experience in the Department of Further Education and all of them were currently teaching.

The seminar sessions were conducted as follows:

(i) The two groups were briefed jointly. Opportunity was given for questions to be asked so that all members were fully conversant with the purpose of the workshop sessions.

(ii) The new and established lecturers then proceeded to operate as separate teams. A chairperson and a recorder were supplied for each team.

(iii) The final session was conducted with the two groups combined. The purpose of this session was to bring together common areas of concern and to resolve ambiguities and uncertainties. As anticipated a considerable number of matters were raised in each group. It was decided that because of time limitations each group would be asked to list the five most important problems for general discussion. Each group chairperson introduced the major problems for general discussion with the combined group.

These problems were used to structure the content of the interviews.

THE INTERVIEWS

A number of major issues additional to those identified during the seminar arose during the course of the interviews. Those respondents who were interviewed during the early stages of the field programme and who missed out on some of the issues that were identified at a later date, were once more consulted by the project officer. This process enabled full participation on all important issues. Consensus was achieved by feeding back analysed information to the original respondents.

In addition to the metropolitan programme of metropolitan visits, the project officer visited three major country colleges and conversed at length with staff members. Discussions also took place with some staff from five other country colleges. The interviewing style adopted was the same as that for the city colleges, namely, general discussions leading onto major problem areas, followed by the consensus viewpoint being put by the project officer. Interviewee reaction was sought whenever the interviewee's first comments differed from the consensus viewpoint.

Certain staff employed by the Department of Further Education from the beginning of November 1976 to June 1977 were interviewed by the project officer. Approximately 50 people were consulted. This represented close to 32% of the total teacher intake from November 1976 to June 1977.

Given random sampling, we can be 90% confident that the proportions achieved from the sample would be within $\pm$ 0.1 of the

population proportions for the same attribute. This means that there is a 90% chance that the population probabilities of each attribute lie within $\pm$ 0.1 of the sample probability of the attribute. Thus there is a 1 in 10 chance that the population attribute probabilities lie outside this range.

The contents of the report are based on the data collected from personal and group interviewing of new and established Department of Further Education staff. The total number of staff consulted exceeded seventy.

CHECKING OF REPORT FOR ACCURACY

The final draft of this report has been shown to many of the people interviewed. The feedback was used to revise the material written where points of fact were in error, and where opinions interpreted by the project officer did not accurately reflect the respondents' views. The process of returning the draft report to these people enabled the findings to be established as a correct record of the investigation.

Senior officers were also consulted, especially in regard to the recommendations. Particular attention was given to obtaining details of the action taken subsequent to the recommendations being put to senior management by the project officer.

In effect, a collegiate responsibility was exercised in relation to the synthesis of findings, recommendations, and actions taken. This factor accounted for much of the 'writing-up' effort as the finding, recommended decision and action taken phases were 'fine-tuned'. It is anticipated that the

implementation of the action-taken phase will continue, as will the need for further investigation into other aspects along with the re-investigation of those problems considered in this study.

DEFINITION OF SAMPLE PROPORTIONS

The text of this document uses descriptive and not explicit quantitative measures of lecturer response. A quantitative measure is achieved by defining these terms according to the following proportion ranges.

Sample proportion	Selected sample measure (proportion)	Population proportion range: ± 0.1 of the sample probability
all	1.00	0.90-1.00
nearly all	0.90-0.99	0.80-1.00
most	0.80-0.89	0.70-1.00
the majority	0.70-0.79	0.60-0.90
equal	0.45-0.55	0.35-0.65

For example, the sample mentioned on pages 59 and 60 allows a 10% variation of the population attribute at a 90% confidence level. A finding that *most* respondents selected a particular attribute would be subject to 10% percentage uncertainty. Given that 80-90% of respondents selected a particular attribute, then there would be a 90% or greater chance that the population attribute proportion falls in the 0.70-1.00 range.

The following references can be used for making the above sample calculations:

Snedecor, G.W. and Cochran, W.G. *Statistical Methods*. Sixth edition. Iowa: The Iowa State University Press, 1971.

Cochran, W.G. *Sampling Techniques*. Third edition. New York: John Wiley and Sons, 1977.

The quantitative measures for 'all', 'nearly all' and so on were arbitrarily selected by the investigators.

APPENDIX III

LETTER OF CONFIRMATION AND INFORMATION SHEETS FORWARDED TO SEMINAR PARTICIPANTS

DEPARTMENT OF FURTHER EDUCATION
EDUCATION CENTRE, 31 FLINDERS STREET, ADELAIDE, SOUTH AUSTRALIA
BOX 2352, G.P.O., ADELAIDE, S.A. 5001 PHONE 227 4204

FE 1850/75 25 March, 1977

Dear

INVESTIGATION OF THE NEEDS OF LECTURING STAFF

With the kind permission of your Principal/Head, the Research Branch invites you to attend an investigation session as indicated below.

The meeting is set up to investigate and define:-

1. The problems of particularly new lecturing staff (full time and part time) in our Department AFTER completion of the Staff Training and Development 'Induction and Methodology' Course.

2. The desired contents of a 'Check List' type booklet which should assist Lecturers with their initial problems.

Date	: 7 April
Time	: 9.00 a.m. Finish no later than 1.00 p.m.
Location	: Training and Development Centre, 46 Greenhill Road, Wayville
Convener	: P.J. Tiernan (227 4299, ext. 14)

We believe that you can provide a useful contribution to assist the Department in this area.

Yours faithfully,

(K.J. PARKINSON)
SUPERINTENDENT (RESEARCH)

DATE: 7 APRIL, 1977

STAFF TRAINING AND DEVELOPMENT CENTRE

RESEARCH BRANCH

'INVESTIGATION SESSION'

PROGRAMME:

9.00 a.m. to 9.10 a.m.	- Introductions and Brief
9.10 a.m. to 10.15 a.m.	- Team Work
10.15 a.m. to 10.45 a.m.	- Morning Tea
10.45 a.m. to 11.30 a.m.	- Team Work
11.30 a.m. to 12.15 p.m.	- Both Teams Comparing Results
12.15 p.m. - -	- Final Comment

Finish as soon as possible before 1.00 p.m.

NOTE: (a) As soon as you arrive, please write your name and college on a self-stick tag; use the coloured pen red or blue, depending on which team you are in.

(b) Could you please help to ensure that the two major reasons for this session are fully completed before your team digresses on to other relevant topics.

(c) Please try and refrain from criticizing your college or the Department as this only leads to a deterioration of communications. Definition of problems and if possible suggestions to assist removal of those problems usually improves communication.

Thank you for your kind co-operation.

JOE TIERNAN.

APPENDIX IV

FOLLOW UP TO LETTERS TO WORKSHOP PARTICIPANTS AND COLLEGE PRINCIPALS

DEPARTMENT OF FURTHER EDUCATION
EDUCATION CENTRE, 31 FLINDERS STREET, ADELAIDE, SOUTH AUSTRALIA
BOX 2352, G.P.O., ADELAIDE, S.A. 5001 PHONE 227 4204

FE 850/77

19 April, 1977.

Dear

INVESTIGATION SESSION: 7 APRIL, 1977

I would like to sincerely thank you for attending the above session. Your contribution to the session ensured that it was a successful event.

I will send a draft copy of the final report as soon as possible. I have to date had all the recorded comments typed and I am now in the process of writing a preliminary report. I have completed almost 1/3 and should finish the rest before the end of May. (Remember I only work 2½ days per week at Head Office and also the May Holiday will be here soon.)

Please remember that this letter is only an interim communication to you as a member of the above session and only the paragraph which thanks you for your help is an official communication from the Research Branch. The rest of this letter should not be referred to in any way as an official communication from my branch on any topic. I will be sending you an official communication later.

I have already verbally contacted several relevant people on several points raised during the session, for example:-

a) The Management Services Branch is in the process of producing a Lecturer's Handbook and they are looking forward to receiving the report from the session so that they can relate their ideas and those of the field staff on the desired contents of the Book.

b) I have also been informed that our Department will soon be taking over the pay operations of our own staff.

c) From information obtained from the session, I am preparing a submission to present to the Staff Development Committee, with reference to the stress experienced by new Lecturers staff during their first 12 months of service.

d) I contacted Laz Hayes of Torrens C.A.E. with reference to the pre-requisite requirements by our new staff before they can enrol in the Torrens CAE Theory and Practice of Teaching Course. He informed me that there could not be a change, and also that he was not too happy about the emphasis at present placed on particular studies in the first year of a new D.F.E. teacher. He is a member of a D.F.E./Torrens C.A.E. Joint Committee and he said he has several proposals prepared which he will be presenting to his committee in the next week or so. Those proposals are related to the problems of new D.F.E. teaching staff's studies at Torrens. We should hear more on this subject soon.

Once again thank you for your help.

Yours faithfully,

(P.J. TIERNAN)
LECTURER (RESEARCH BRANCH)

DEPARTMENT OF FURTHER EDUCATION
EDUCATION CENTRE, 31 FLINDERS STREET, ADELAIDE, SOUTH AUSTRALIA
BOX 2352, G.P.O., ADELAIDE, S.A. 5001 PHONE 227 4204

FE 1850/75

19 April, 1977.

Dear

INVESTIGATION SESSION 7th APRIL, 1977

I would like to thank you for your kind co-operation in helping to ensure the above Investigation Session was a success by permitting your staff to attend. The session was attended by 25 teaching staff from 14 different schools in 8 different colleges of the Department.

A report on the findings of the session is at present being produced and a copy will be forwarded to you in due course.

Yours faithfully,

(P.J. TIERNAN)
LECTURER (RESEARCH BRANCH)

APPENDIX V

LIST OF RECOMMENDATIONS AND RESCRIPTION OF ACTION TAKEN

LIST OF RECOMMENDATIONS AND DESCRIPTION OF ACTION TAKEN

RECOMMENDATION	ACTION TAKEN
PRE-EMPLOYMENT PERIOD	
1. at least one member of every interviewing panel should be well versed in the Department's career and salary structure. (pp. 6-7, para. 2.1)	Referred to the Department of Further Education Management Committee (consists of Central Office Branch Heads). Agreed that briefing notes should be made available to all chairpersons. The Training and Development Branch should devise a programme for training panel chairpersons and members. Liaison would be required with the Management Services Branch.
2. selection procedures for new appointments be completed as far as possible by November of each year with a minimum of one month allowed for resignation from the existing job to take effect. (pp. 7-8, paras. 2.2, 2.3)	The successful meeting of this deadline depends on fund availability, known staffing needs, advertising deadlines and recruitment of suitability qualified staff. Referred to senior management.
3. the letter offering employment should include information sheets which describe the salary structure and the superannuation scheme. (pp. 8-9, para. 2.4)	Referred to Management Committee and Management Services Branch. Induction folder containing relevant information currently being prepared e.g. Superannuation Booklet, DFE Act and Regulations.
INITIAL EMPLOYMENT PERIOD	
4. the first day of appointment should be at central office so that proper induction procedures can be followed. New staff would be briefed by senior staff, and all pay, tax and other clerical matters would be processed. (pp.9-10, paras.2.5,2.6)	Referred to Management Committee. Recommendation supported. Agreed that the Superintendent (Training and Development) should arrange for the setting up of initial briefing sessions for new lecturers. Operations Branch sees this recommendation as having low priority and not necessarily being directed at the first day of duty. Administrative aspects of induction are already being handled by the Management Services Branch.
5. optional evening/weekend teaching methodology training sessions be provided for those who for good reason cannot attend the normal New Entry Lecturers Induction and Methdology Course. (pp. 10-11, para. 2.7)	Staff at Torrens CAE support the principle of full-time attendance for full-time staff. Only under extreme circumstances should it be offered on a part-time basis and then only if weekend sessions are arranged. Training and Development Branch staff concur.

RECOMMENDATION	ACTION TAKEN
6. all medical examinations should be conducted before an applicant accepts an offer of appointment and before a resignation is submitted for the previous job. (p. 11,para. 2.8).	Referred to Management Committee. Recommendation supported and referred to Management Services Branch. Applicants can if they so desire now arrange medicals prior to employment offer.
7. the letter confirming employment should include the date of eligibility for taking up superannuation (pp. 11-12, para. 2.9)	
8. on those occasions when the letter notifying permanency of appointment has not been received by the end of the first week after the sixth month of service, central office should verbally inform the lecturer concerned regarding the new status. (pp. 15-17, para. 3.1)	A formal method of confirmation of appointment has been implemented and is being coordinated through the Management Services Branch.
THE QUALITY OF TEACHING	
9. under no circumstances should any full-time lecturer be permitted to teach any classroom or workshop session, unless he/she has successfully completed, as a minimum, the induction and methodology course offered by the Training and Development Branch or an acceptable equivalent to this particular course. (pp. 17-19, para. 3.2)	Referred to Management Committee. Accepted that new lecturers should attend teaching methodology courses as soon as possible after appointment, including inter-term periods of December/January, May and September. Referred to the Superintendent (Training and Development) for implementation. Training and Development Branch accepts all lecturers who are nominated and released.
10. a policy of one hour minimum preparation per one hour class contact time be adopted and applied to new lecturing staff members who, prior to joining the Department, have had no experience or training in teaching. (pp. 18-19, para. 3.2)	Referred to Staff Development Committee.
STUDY PROGRAMMES	
11. in relation to the Department's present policy for a five hours per week study allowance for the first four years of service: (a) new staff should be given the option of commencing study in the first or second year of service (b) new staff should be given the option of taking a portion of the five hour allowance within a given year (c) there should be a maximum of one year interruption, upon request, during the study release period (pp. 19-21,para.3.3)	Referred to Management Committee. Referred to Staff Development Committee. Torrens CAE staff favour a sandwich course approach in the first two years of a lecturer's appointment.

RECOMMENDATION	ACTION TAKEN
12. additional optional subjects relating to various aspects of adult education need to be included as separate topics in the Torrens C.A.E. curriculum. There should be a greater emphasis on subjects relating to vocational education. (p.21, para. 3.4(a)).	Torrens C.A.E. is researching the needs of lecturers in metropolitan colleges in order to offer subjects appropropriate to lecturer requirements. Consideration is being given to offering special technologically based subjects, e.g. applied physics, applied mathematics.
13. assignments and examinations at Torrens C.A.E. should include an oral as well as a written component. (p.22, para. 3.4(b)).	Some study units at Torrens C.A.E. already use a variety of assessment techniques, such as continuous assessment with examination, project assessment and oral assessment.
14. the Department should offer the NELMIC Course in smaller units, at more frequent intervals and during the evening and weekends. (p.22, para. 3.4(c)).	Refer to recommendation 9 and comments.
15. the method of block training be investigated as a possible solution to the training needs of new staff located outside the metropolitan area. (pp. 23-24, para. 3.4(d)).	This idea has been promoted in the country by the Superintendent (Training and Development).
STAFF TRAINING AND DEVELOPMENT	
16. the role of the Senior Lecturer (Staff Development) should be publicized and lecturing staff should be informed of the services that Senior Lecturers (Staff Development) can provide. (pp. 24-25, para. 3.5).	Being actioned by the Deputy Director-General (Operations).
17. the Training and Development Branch should organise suitable courses in specific technical, business and general studies areas, and these courses should be based on a major field study conducted among lecturing staff. (pp. 25-26, para. 3.6).	Subject to availability of staff, Training and Development Branch will be implementing a programme before the end of 1978. A national research project is presently underway. A methodology is being set up for the evaluation of TAFE staff development programmes. It is anticipated that the methodology will have some relevance to DFE needs in certain areas. No major field study has been mounted to ascertain specific needs across the Department.
18. a central record of all retired staff should be kept, and their expertise should be made available to all colleges. (pp. 29-30, para. 4.1).	Management Services Branch currently compiling a roster for dissemination to colleges.

RECOMMENDATION	ACTION TAKEN
19. the recording of factual information into a lecturer's personal file should be communicated automatically to the person concerned. This could be achieved by sending out a photostat copy of the factual information sheet contained in that file. (p.30, para. 4.2).	Referred to senior management in Operations Division.
20. exit interviews should be held with all staff who resign from the Department of Further Education. (pp. 30-31, para. 4.3).	
21. the present requirements for progress through step four on the pay scale should be modified to include the following provisions: (a) allowance for some study in those technical, business or general studies areas specific to the subject expertise of the lecturer concerned (b) maintenance of a professional studies component (pp. 31-35, paras. 4.4, 4.5).	Referred to Management Committee. Revised Administrative Instruction No. 2 concerning academic qualifications, issued 30 September 1977. Modified Administrative Instruction No. 2 issued 1 July 1978 in line with the recommendations (see page 2 of Section 1, A1, No.2).
22. the Department call for an investigation into the present situation of country housing. This investigation should look into: (a) the suitability of the standard of houses offered (size, type, locality, fittings, etc.) (b) rents charged (c) procedures for allocation of houses to staff in each location (d) the maintenance and the security of vacant houses (pp. 35-36, para. 4.6).	Referred to Management Committee. The Superintendent (Buildings) was asked to contact the Teacher Housing Authority to ascertain whether College Housing Committees are being kept informed of progress in this matter.
23. the method of selecting staff for transfers be made 'open knowledge' to all lecturing staff. Any subsequent changes of appointment should also be 'open knowledge'. (p.36, para. 4.7).	

RECOMMENDATION	ACTION TAKEN
24. a minimum of six months notice, prior to the end of the school year, should be accepted as a policy 'norm' for staff being transferred between metropolitan and country colleges. Any variation from this notice period should be treated as an exception with due consideration being given to the staff member selected. (pp. 36-37, para. 4.8).	
25. lecturing staff who are given a country posting be required to attend a briefing session organised by the Training and Development Branch. Each lecturing staff member's spouse should be invited to attend the final part of the session. (p.37, para. 4.9).	Referred to Management Committee. The matter is being considered along with recommendations contained in a similar submission by regional Principal Education Officers. Dr. G. Wood and Mr. D. Seidel have successfully completed a country transfer briefing session.
26. the Department of Further Education should produce a Departmental Lecturing Staff Manual. (Chapter 5).	Referred to Management Committee. Agreed that Management Services Branch be asked to expedite the production of such a document. In preparation (see recommendation 3 notes). Liaison with Operations Branch.
27. the Department should conduct a full analysis of the job requirements of Department of Further Education lecturing staff and in conjunction with this study identify the training requirements that are necessary for D.F.E. lecturers to do their job properly. (Chapter 6).	Endorsed by the Deputy Director-General (Operations). A proposal for funding was submitted to the Department of Further Education Budget Committee. The Technical Division of the Education Department of Western Australia intends to invite applications from interested educational researchers and organisations to undertake the following investigations: 1. A detailed systematic analysis of the different types of teaching and instruction carried out by TAFE teachers in Western Australia. 2. An analysis of the core and specialist teacher training needs of TAFE teachers in Western Australia.